

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2022

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Development of the skills and knowledge of staff in relation to teaching all aspects of PE - Training delivered in Real Gym and assistance with Real PE from Create Development Manager + subject leader -Subject leader received training in using assessment tools for Real PE and Real Gym element - Real Gym has been implemented across all year groups by all staff with training. - Physical activity in EYFS has been promoted and increased at lunch times - Real Legacy team have assisted us to further develop our system to monitor and assess the progress of pupils. - To restore participation at sport's events and 'come and try' sessions - The Gold Sportsmark has been achieved this year, for the first time - A wide variety of 'come and try' experiences have been arranged giving every child at least 2 opportunities to participate 	<ul style="list-style-type: none"> - To explore increasing the number of sports clubs available. - To develop opportunities for more active play times. - To develop cross curricular links to support the engagement of all pupils in physical activity. - To continue to raise the profile of PE through the School games award. - To continue to monitor the statutory 30 minutes of physical activity that needs to be provided by schools on a daily basis. - Investigate options for working more closely with cluster schools for more local competitions, reducing the distance to travel. - PE lead to train/support the staff to use the assessment wheels to track pupil progress - Provide more information to pupils and parents about clubs,/activities within the local community.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£18686
How much (if any) do you intend to carry over from this total fund into 2021/22?	£27
Total amount allocated for 2021/22	£17,979
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,006

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above</p>	94.7 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	89.4 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	78.9 %
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation: 17 %	
Intent	Implementation	Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle</p> <p>All pupils more consistently make healthy lifestyle choices. This is spread from physical activity to lunch time choices and break time snacks</p> <p>All pupils regularly engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</p> <p>There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:</p> <ul style="list-style-type: none"> - has a huge impact on the cognitive function of the brain including retention and recall - improves leaning behaviours such as concentration levels and focus 	<p>Support lunch/break staff to encourage active play sessions. This can be using playground equipment or simple games</p> <p>Train Sports Leaders to organise simple games at lunch times to engage some pupils who might be inactive.</p> <p>Use sports leaders for pupil voice so that pupils are consulted about the activities offered.</p> <p>Continue to use a register system (non PE days) to track pupils' Physical Activity levels every half term - this data will tell us exactly who to target and support by creating additional opportunities for these pupils to be active.</p> <p>Continue to monitor how active pupils are outside of school! Conduct a pupil survey to find out how active pupils are in their own time!</p>	<p>(Training and support costs are included in Legacy package costs)</p> <p>£1350 for equipment across the school to support PE lessons, active play and sports sessions</p> <p>£1,600 for subsidised holiday activity</p>	<p>There is a physically active culture and ethos throughout the school.</p> <p>The school provides opportunities for pupils to be active for 30 minutes during the school day.</p> <p>Active blasts are encouraged between lessons. Active 15 sessions are encouraged on non-PE days.</p> <p>There is a system in place to monitor and evidence physical activity levels. Teachers encourage pupils to be active and provide information about the importance of engaging in physical activities with pupils and how to incorporate physical activity into classrooms / playtimes / lunchtimes.</p> <p>Pupil voice has supported the development of Physical Activity, for example "I just loved doing the air jumps in BMX." (Year 5)</p>	<p>Develop a Physical Activity Policy to support, embed and sustain the school focus and to ensure a coordinated approach across the school</p> <p>Consider how going to engage parents in this agenda</p> <p>To Identify less active target groups and their barriers to participation.</p> <p>Creating active learning environments ie Standing Desks, classrooms which allow flow of movement.</p> <p>Engage non-teaching staff that are not confident to deliver more opportunities for physical activity and active learning</p> <p>Encourage use school spaces and facilities more creatively</p>

<p>- supports pupils to develop better self-belief and self-image</p> <p>- contributes to whole child development</p>	<p>Explore and develop initiatives to increase opportunities for children to be active such as:</p> <ul style="list-style-type: none"> - Physically Active Learning in the curriculum which is accessed by all pupils - Active transport to school - Active 15 (embedded 2x per week in timetable) - Structured lunchtime and breaktime play - Physically active after school clubs <p>Develop opportunities to educate children in the value and benefits of a healthy active lifestyle.</p> <p>Target and engage the least active pupils in school activities, or opportunities at home.</p> <p>Explore a parent and child focus approach... creating opportunities where parents and children can be active together. Real Play</p> <p>Explore and develop an active environment including standing desks and cushions and bands for those who need them</p>	<p>places throughout the year for vulnerable and PP children</p>	<p>Different ideas for Active learning are being explored across the classes.</p> <p>The school promotes and supports walking, scooting and bicycling to school and has secure storage facilities for bicycles.</p> <p>The school promotes activities such as Bikeability programme. All Year 6 pupils completed</p> <p>The school offers Multi- Skills lunch Club for KS-1 pupils to develop a variety of skills.</p> <p>Various lunch clubs each term linked to Leeds Schools competitions or pupil voice</p> <p>Pupils across the school more active on a daily basis and enjoy being active</p> <p>There is a targeted intervention programme this is to improve confidence/skill level.</p> <p>Parents are engaged in the physical activity agenda and are encouraged to support the 30:30 initiative.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1% + costs of Real Legacy covered on other indicator
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>PE, sport and physical activity are a central part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos. The profile of PE, sport and physical activity is raised across the school and is seen as a tool for whole-school improvement.</p> <p>There is a recognition that:</p> <ul style="list-style-type: none"> - Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain! - PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning. - PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills. 	<p>Review vision statement which is included in the school's aims that recognises the value and impact of high quality PE, sport and physical activity which pupils and parents understand and have contributed to.</p> <p>Ensure PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement. Sports Leaders and Team Captains</p> <p>Celebrate PE, sport and physical activity opportunities:</p> <ul style="list-style-type: none"> - during assemblies - opportunities, i.e. clubs or at lunchtimes is recorded and celebrated! - celebrate the whole child! (GT/beginners) <p>Celebrate the physical alongside the personal skills too to promotes mastery learning and ensure life skills are deep rooted in the learning pupils are exposed to.</p> <ul style="list-style-type: none"> - celebrate physical successes that happen 	<p>£170 on certificates, stickers, frames, copying</p> <p>Real Legacy costs (covered in Indicator 1)</p>	<p>There is a clear vision which is articulated by school leaders and PE, sport and physical activity have a high profile in the school.</p> <p>Every child has been offered 'come and try' sessions on a variety of sports/activities to promote active lifestyles and to potentially spark an interest or sport talent in something new.</p> <p>There is a detailed development plan with short and long-term targets that enable all pupils (including target groups) to progress and achieve, this is a result of rigorous evaluating and monitoring. This also aligns to the overall aims and objectives of the school and the PE, sport and physical activity development plan is a valued part of the school development plan.</p> <p>PE, sport and physical activity have a high profile and are celebrated across the life of the school. It is celebrated and included in school newsletters, assemblies, social media, local press and is featured on school noticeboards.</p>	<p>Continue to develop the school website in relation to Physical Activity, PE and Sport – explore excellent examples from other school and consider how to present information about the curriculum, LSSP and competition program and wider opportunities</p> <p>Provide links on the website to local sports clubs to encourage activity outside school.</p> <p>Conduct a staff and pupil questionnaire across school, collate findings and plan actions from priorities.</p>

<p>- PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</p> <p>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</p>	<p>outside of school! Create a display for pupils to showcase their sports and Physical Activities outside of school. This will encourage others to be active and raise the status of PE!</p>		<p>The importance of personal development (physical skills, thinking skills, social skills and personal skills) are prevalent throughout PE, sport and physical activity. Pupils learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Pupils demonstrate:</p> <ul style="list-style-type: none"> *Fairness and respect *Resilience *Leadership *Excellent communication skills *Trust *Tolerance *Independence *Cooperation *Loyalty *Acceptance of responsibility <p>This is embedded in the Real PE scheme used in school</p> <p>PE, sport and physical activity have had a positive impact on attainment and achievement and behaviour a Pupil and staff are regularly monitored and considered.</p> <p>Through PE, sport and physical activity parents and the wider community are engaged with the school.</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 74%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>To ensure that:</p> <ul style="list-style-type: none"> - All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. - Teaching and learning styles are matched to lesson content and to encourage all pupils to participate. - All pupils make good progress which is clearly reported to parents or carers. - Assessment involves pupils fully and identifies and celebrates their achievements <p>- Questionnaires are used to monitor pupil and staff attitudes towards progression in PE</p>	<p>Due to COVID restrictions for competition it was decided to focus on staff development for this academic year. Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE.</p> <p>To employ a specialist PE teacher to work alongside teachers in lessons to increase their subject knowledge and confidence in PE</p> <p>To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport through the Real Legacy package.</p> <p>To monitoring the use of schemes and whole school PE coverage</p> <p>To develop the PE curriculum to contain 2 strands of sports/gym based lessons to work alongside the Real PE/Gym</p> <p>To observe PE lessons across school to enable an exact picture of PE to be developed and to understand if further support and development is necessary</p> <p>To find out how staff feel about PE and support their specific needs through completing a questionnaire</p> <p>To assess and celebrate the learning of all pupils, by monitoring pupil attainment</p>	<p>£2,500 (Real Legacy instalment payment)</p> <p>£5,500 x2 = £11,000</p> <p>(2 days per week of staff support, modelling and guidance using Real PE/Real gym. Assessment and clubs/ activities coordination)</p>	<p>The confidence, knowledge and skills of staff in teaching PE, sport and physical activity have increased, this has been evidenced through lesson observations and feedback</p> <p>School staff are better equipped/ more confident to teach PE in school. All teachers of Physical Education use an age appropriate, sequential Physical Education Curriculum that is consistent with national standards by following Real PE scheme.</p> <p>All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Assessment involves pupils fully and identifies and celebrates their achievements</p> <p>Staff regularly participate in CPD relevant to high quality PE. Real PE CPD and Real Gym training</p> <p>The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE.</p> <p>The school provides regular swimming lessons to enable all pupils to exceed minimum expectations for swimming by the end of Key Stage 2.</p>	<p>Review Jasmine on line for all staff to follow. Ensure they are all confident with this.</p> <p>Continue to review and embed the assessment framework linked to the Real PE scheme including a measurement of how many pupils are achieving the expected outcomes at the end of key stages</p> <p>All teachers to base line pupils against the real PE unit outcomes and to capture progress made over the unit.</p> <p>Establish framework using the curriculum map for teachers to evidence PE curriculum coverage and link in more sports specific skills as well as FUNS</p> <p>Resources are clearly identified and stored effectively. They match the needs of the curriculum and support progress and attainment in PE.</p> <p>Staff survey to identify any areas for support.</p>
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			<p>There is a targeted intervention programme.</p> <p>All pupils to aim to achieve the national expectation for PE at the end of KS1 and KS2.</p> <p>Pupils show exceptional levels of thinking skills, imagination and creativity and display a growth mindset.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
1% + LSWP costs featured in indicator 5

Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). A range of sports and activities are available, including opportunities for ALL pupils, through a programme that both responds to demand and introduces sports and activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with.</p> <p>A range of traditional, new and alternative sporting activities are offered through Leeds schools events, come and try sessions, lunch/after school clubs which:</p> <p>- Extend - activities that build and develop on existing curriculum activities, e.g. non team</p>	<p>Example actions to achieve the intent:</p> <p>To ensure that ALL pupils experience a broader range of sports and activities</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities</p> <p>To encourage positive family engagement and pupil voice driving decision making around the offer</p> <p>To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of sports and physical</p>	<p>£180 tennis coaching for Year 3</p> <p>A range of 'come and try' events- Covered by LSWP affiliation (see indicator 5)</p>	<p>As a result of accessing a broader range of sport and activities, pupils have increased confidence and improved wellbeing. Ie Skipping School, Flex Dance, multi-sports</p> <p>Sports leaders impact on the importance of sport/activity by being positive role models in the school</p> <p>Numerous young people represent the school and are part of community clubs that the school has links with. We hope these links will promote citizenship within the local community and help support pupils to make positive contributions to their local area.</p> <p>Numerous 'Come and try' events have</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to develop community links</p> <p>Explore ways that Sports Leaders/house captains can contribute to whole school decision making</p> <p>Develop Sport Organiser Crew to assist younger pupils to enjoy more active</p> <p>Offer sports clubs at lunch and after school / holiday clubs and also target vulnerable groups to attend clubs.</p>

<p>based clubs, clubs for more able</p> <ul style="list-style-type: none"> - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity - Enrich - these activities offer a range of new opportunities, e.g. triathlon, cycling, golf, tennis <p>These are facilitated through come and try sessions</p> <p>Leadership and Volunteering</p> <ul style="list-style-type: none"> - A programme of leadership and volunteering e.g. Playground Leaders - Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school <p>School Club Links and Community Provision</p> <ul style="list-style-type: none"> - Excellent partnerships with other providers - Links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have the opportunity to contact specialist coaches and facilities 	<p>activities to the rest of the school.</p> <p>Explore local opportunities and build links with local community sports clubs through our SGO and other key partners.</p> <p>To establish strong, sustainable partnerships with local community sports clubs where no links have been made in the past.</p> <p>To celebrate pupils' achievements:</p> <ul style="list-style-type: none"> - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard - Bring in trophies and certificates to celebrate successes in a range of activities outside school - Celebrate success through social media, assemblies etc 		<p>been organised every child has had at least 2 opportunities to learn something new this year</p> <p>Finding activities locally, has resulted in more pupils engaging in activities and sport outside of school.</p> <p>PE and sport are used to engage the wider community and foster positive relationships with other schools</p> <p>We have continued to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p> <p>Skipping School has been a new link and proved very successful</p> <p>Pupils' achievements are celebrated and shared with parents or carers in Parent mails and School Facebook</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset.</p> <p>To ensure a positive experience for ALL pupils, as a school, we consider the PRINCIPLES OF COMPETITION</p> <ol style="list-style-type: none"> The young person’s motivation, competence and confidence are at the centre of the competition. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result). Volunteers, leaders and officials and display behaviours reflective of the nature of the competition. 	<p>To develop an inclusive competition framework which offers a range of competitive opportunities through activities that enable pupils to compete at a personal level (personal best), intra and inter level. Competitive sport fixtures are played at all levels to cater for the different needs of children, providing safe, challenging and healthy competitions. Inclusive events are held with LSWP</p> <p>To understand more about what makes a positive experience of competition for young people, by considering the “Road to Competition” framework to self-review the current offer.</p> <p>Develop a process for:</p> <ol style="list-style-type: none"> Selection: Thinking about who in school needs the benefits of competition the most to support their personal development? How will we then attract and invite the young people that need it most to train and compete? How will you provide young people, parents and other school staff with clear and effective communication that helps them to understand why 	<p>£1,200 affiliation to Leeds Schools Wellbeing Partnership</p>	<p>The impact of ALL pupils accessing a greater number of competitive sport opportunities is increased resilience, greater confidence and enjoyment</p> <p>The development of a system to capture the information as to who has taken part in competition has enabled us to identify and target pupils and priority groups.</p> <p>The development of the process has provided pupils, parents and other school staff with clear and effective communication that has helped them to understand why young people have been chosen and the process used. This has supported pupils in being part of competitions and has helped to increase their motivation for taking part.</p> <p>There is a recognition in school that competition is important as it is a life skill in itself. Competition done well makes children well, makes children secure in themselves and have that self-motivation to want to achieve more.</p> <p>We have established a competition programme which takes place in various settings and has the following benefits: Personal Best competition benefits are endless. Not only have pupils developed</p>	<p>Develop opportunities at lunchtimes and during PE lessons to support personal best challenges and intra school competition Developing a culture of ‘I can do’</p> <p>Pupils develop good sportsmanship and are able to compete successfully with local schools</p> <p>Source as many opportunities for ‘come and try’ sessions to promote a variety of sports.</p> <p>Develop further the opportunity for house competitions in various sports throughout the year</p>

<p>4. The environment is safe and creates opportunities to learn and maximise social development.</p> <p>5. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.</p> <p>We also consider that competition can take place in a variety of settings and environments such as:</p> <p>Personal Best – competition against oneself</p> <p>Intra – competition taking place within school</p> <p>Inter – competition with other schools</p> <p>County – competition with others across the county</p> <p>Virtual – using virtual platforms to stimulate competition</p>	<p>young people have been chosen? Some selection will be participation based only</p> <p>2. Preparation: Preparing young people to be competition ready – a competition is much more than an isolated event. Ensuring time is spent building confidence and knowledge as well as developing physical competence.</p> <p>3. Supporting a positive experience: Through creating a supportive environment that focuses on the process as opposed to final standings or who lifts the trophy.</p> <p>To provide an opportunity for ALL pupils to have represented the school</p> <p>To develop a system to monitor participation.</p> <p>We have introduced a house competition system for Yr 5 + 6 to ensure all pupils have the chance to participate in a competition.</p> <p>To overcome transport issues so that this is not a barrier to participation</p> <p>Make competition a time to celebrate! To make a big deal of all competitions by celebrating them in assemblies and displaying reports around the school.</p>		<p>skills that encourages them to flourish in PE and be the best that they can be in school and life, but they also improve their health and wellbeing and personal skills.</p> <p>Intra competition – this takes place within school with teachers who already have a relationship with the pupils and in an environment they are comfortable in. This has helped to alleviate anxieties and raise confidence.</p> <p>Inter competition - this takes place with other schools and has created opportunities to build on social development and bring pride in representing our school.</p>	
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£6 – To carry forward to 2023

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	Gaynor Benton
Date:	27/7/22
Governor:	
Date:	